

CHAPTER 1

LEADERSHIP, SUPERVISION, AND TRAINING

Basically the world has three types of people: those who make things happen, those who watch things happen, and those who don't know what's happening. Today's petty officer must work diligently to stay away from the last group and should direct all energy toward the first two groups. As a leader, you must look and listen to what is happening within your work environment; then, at the right time, you must make things happen.

The purpose of this chapter is to help you build a base for self-development. Thus you can use this information in building your own leadership style. The first section of this chapter tells you about the basics of leadership. The second section explains the relationship between leadership and human behavior.

Why is this chapter so important? Because the Navy needs professional leaders who have high standards, who are highly skilled in their roles, and who are willing to study and learn to achieve their full potential. Being a Navy leader has always been a tough, demanding, but rewarding job because of the high standards and responsibilities involved. The challenges facing today's leader are greater than ever before.

FUNDAMENTALS OF LEADERSHIP

Learning Objectives: Identify the fundamentals of leadership. Recognize the relationships between leadership and people.

We need men and women who by their personal integrity, their sense of moral purpose, and their acceptance of the requirement for hard work will exemplify the best in the leadership traditions of the Navy and of our country.

—Admiral Arleigh A. Burke (USN RET)
(Former Chief of Naval Operations, 1955-1961)

Fundamentals of leadership is another term for *basic principles of leadership*. These terms are used interchangeably in many books. They boil down to the

art by which a leader influences people to work toward a specific goal. The art of influencing involves reasoning ability, experience, and personal example. Until you grasp the basics of leadership, you will be unable to apply the more in-depth principles. For example, you had to learn to crawl before you learned to walk, and you had to walk before you learned to run.

Where do leadership basics come from? What determines their limits or capacities? How do they relate to people? These questions are answered in the following paragraphs.

WHERE DO LEADERSHIP FUNDAMENTALS COME FROM?

We learn many fundamentals, or basic principles, from the experiences of our successful leaders; we learn from their mistakes and successes. For example, suppose you saw your leader or supervisor do something that ended in negative results. You would then reason that if you repeated the same action in a similar situation, you could expect the same results. As children pattern their behavior after their parents, we pattern our leadership behavior after people who are successful leaders.

WHAT GOVERNS LEADERSHIP ACTIONS?

Every society sets up laws to govern its people. The Navy, being a unique service, is a society within itself. Navy ships are literally floating cities, and each ship is an individual society within the naval society as a whole. Naval ships have their own form of government (the chain of command) and a system of laws that sets their operating limits.

The petty officer, as a leader, fits into this "chain of command" as an official representative of the naval society. The petty officer's job is to be sure his or her leadership actions conform to the rules and regulations governing that chain of command. The publications that govern the rules and regulations of the petty officer's actions are *U.S. Navy Regulations*, *Manual for Courts-Martial*, and *Standard Organization and Regulations of the U.S. Navy*.

HOW DO LEADERSHIP FUNDAMENTALS RELATE TO PEOPLE?

The most important element of leadership is PEOPLE. The Navy defines leadership as follows: LEADERSHIP IS THE ART OF INFLUENCING PEOPLE TO PROGRESS TOWARDS THE ACCOMPLISHMENT OF A SPECIFIC GOAL.

An effective leader recognizes each person as an individual with different values and beliefs. Such influences as childhood experiences, ethnic background, and religious heritage determine an individual's personality, values, and beliefs. Because of these differences, you should be aware that the actions you take might affect one member of your work group differently than another. Your actions could have a positive effect on one person and a negative effect on another. As a conscientious leader, you should strive to identify and consider these differences when deciding upon a course of action. By considering these individual differences, you will avoid many misunderstandings and have a more positive influence on your subordinates. They will respect you as a person who supports equal opportunity for all. Success comes only through honest, equal, and thoughtful supervision of your people. Remember, since people are your greatest resource, they are worthy of your understanding and respect.

When you apply the basics of leadership presented here, you will have a foundation upon which you can build. The leadership structure you build is only as good as the foundation you lay.

PERSONAL QUALITIES OF A LEADER

You cannot expect your subordinates to maintain higher standards than you maintain yourself. You should set standards for yourself that you expect from others—commonly referred to as “leadership by example.”

People have certain expectations of all leaders. The following are some of the personal qualities or traits expected of and common to all successful leaders:

- **HIGH STANDARDS OF PERFORMANCE**—They believe anything worth doing is worth doing right. They know a lack of high-performance standards results in sloppy work. They know sloppy work costs the Navy

additional time, money, and materials; but most important of all, it could cost the loss of a life.

- **MORAL COURAGE**—They stand up for what is right, even in the face of popular disagreement. They also accept blame when at fault.

- **DEDICATION TO THE NAVY AND THE NATION**—They are proud to be a part of the United States Navy and proud to be called an American.

- **ENVIABLE EXAMPLE**—They set an example that is above reproach. In the areas of conduct, appearance, and military bearing, they show qualities subordinates may wish to adopt for themselves.

- **INITIATIVE**—They have an inward desire that motivates them to excel; they also are willing to act without orders and to offer well-considered recommendations for the improvement of the command. People with initiative seek positions of leadership.

- **LOYALTY TO THE CHAIN OF COMMAND**—They remain faithful to the chain of command. They know they cannot expect loyalty from subordinates without being loyal to both subordinates and superiors. Simply stated, we can depend on them to support all levels of the chain of command.

- **ACCOUNTABILITY**—They are accountable, and that quality forms the cornerstone of leadership. They make decisions, good or bad, and accept the responsibility and consequences for those decisions.

FOLLOWERSHIP

*To lead, you must first be able to follow:
for without followers, there can be no
leaders.*

—Navy saying

One point we often overlook concerning successful leaders is they were successful followers before they became successful leaders.

Understanding the followership role will allow you to function more effectively when you become a leader. To understand the relationship between followership and leadership, you should recognize the following facts:

1. Followership and leadership are not opposites.

The idea that followership is the reverse or opposite of leadership is wrong. For example, if a leader is decisive, the reverse says that the follower is indecisive; or if the leader is organized, that the follower is disorganized. The list is unending, but you can see that leadership and followership are not opposites.

2. Leaders perform both roles at the same time.

A leadership role and a followership role can be, and usually are, performed simultaneously. In providing guidance for the worker, a supervisor is functioning as a leader. At the same time, a leader may be dealing with higher level supervisors and, therefore, must assume a followership role. You are a connecting link between the workers and the higher level supervisors within the chain of command.

3. Followership and leadership skills are similar.

The skills required of you in a followership or leadership role are similar in many ways. For example, whether you are a leader or a follower, you should strive to create harmony, togetherness, and a sense of belonging within your particular work group. At times both roles require you to train others in the development of technical skills necessary to meet group or mission goals or both. You can accomplish this training through on-the-job training (OJT), general military training (GMT), or formal classroom training.

Your role, as a follower or as a leader, determines the use of these skills. For example, as a follower you show harmony (high morale) by your attitude, cooperativeness, and esprit de corps. In the leadership role, you show and promote harmony by exercising sound leadership principles.

Knowing the basics of leadership, having the personal qualities of a good leader, and being a good follower are all necessary ingredients in the art of leadership. However, if you haphazardly combine these ingredients, you will decrease your effectiveness as a leader. To be a good leader, you must blend these ingredients in the proper proportions.

ACCEPTING RESPONSIBILITY

By accepting advancement in rate, you have expressed a willingness to accept the responsibilities and carry out the delegated authority of your new position. The “crow” on your sleeve symbolizes that responsibility and the authority that goes with the pay grade.

Exercise of authority is inseparable from an acceptance of responsibility. The granting of authority helps you fulfill your assigned duties and responsibilities.

People unaccustomed to accepting responsibility are hesitant to make decisions for fear of being wrong. You should recognize that as a natural feeling. However, you must make decisions even if they are wrong on occasion. When you realize you have made a wrong decision, admit your mistake, accept the responsibility, and take steps to avoid repeating the error. That will increase the respect of others toward you as a leader.

New petty officers often make two major mistakes; they may supervise too little or too much. Petty officers who supervise too little may continue to perform their duties as a specialist, an operator of equipment, or a maintenance technician—and nothing else. You may find yourself making the same mistake. You may be sticking to your old job and avoiding any effort to supervise and instruct others in lower rates. You may either ignore or be afraid to take over your responsibilities of leadership. By making this mistake, you shortchange the Navy and yourself. The Navy did not advance you to give you more pay for the same work; it expects you to practice your increased skills and knowledges by supervising and instructing others.

The other mistake made by new petty officers is that they supervise but do little else. Some people think supervision consists of ordering subordinates to do all the work while they sit back and do nothing. You should be as careful to avoid supervising too much as you should be to avoid supervising too little. Supervisors who won't dirty their hands on occasion are more of a liability than an asset because morale problems are certain to develop.

Now consider some of the broader aspects of your increasing leadership responsibilities:

• **YOUR RESPONSIBILITIES WILL EXTEND BOTH UP AND DOWN THE CHAIN OF COMMAND.** Both officer and enlisted personnel will expect you to translate general orders into detailed, practical, on-the-job language even relatively inexperienced personnel can understand and follow. In dealing with your subordinates, see that they perform their work properly. At the same time, explain to your superiors any important needs or problems of your subordinates.

• **YOU WILL BE REGULARLY AND CONTINUALLY RESPONSIBLE FOR TRAINING.** Even if you are lucky enough to have a highly skilled and well-trained work group, you will still find training is necessary. For example, you will always be responsible for training lower rated personnel for advancement and training inexperienced or poorly trained personnel. You also may need to train personnel for a particular job requiring skills none of your personnel have. You will need to conduct additional training when you get new hardware and new people who have not been trained on certain equipment. Since these and similar problems will require your involvement in some training, prepare to conduct formal and informal training programs.

• **YOU WILL HAVE THE ADDITIONAL RESPONSIBILITY OF WORKING IN COORDINATION WITH OTHERS.** As you advance, you will find many of your plans and decisions affect many people. Some of those decisions may even affect people in other divisions or departments. For that reason, you need to understand the duties and responsibilities of personnel in other ratings. Learn as much as you can about the work of other ratings. Then plan your work to fit in with the overall mission of the organization.

• **AS YOUR RESPONSIBILITIES INCREASE, YOUR ABILITY TO COMMUNICATE CLEARLY AND EFFECTIVELY ALSO MUST INCREASE.** The basic requirement for effective communication is a good knowledge of the language of your rating. Use appropriate and accepted language in speaking and in writing. Remember that the basic purpose of all communication is understanding. To lead, supervise, and train others, you must be able to speak and write so that others can understand exactly what you mean.

A second requirement for effective communication in the Navy is the use of common Navy terminology. The

Navy has standardized some terms to ensure efficient communication. For example, *port*, *starboard*, *bow*, *stern*, *overhead*, and *deck* are Navy terms used for specific purposes. When a situation calls for the use of standard Navy terminology, use it.

Another requirement of effective communication is the ability to use technical terms correctly. The correct use of technical language will help you to receive and pass along information accurately and to exchange ideas clearly with others. If you cannot understand the precise meaning of the technical language of your work, you will be at a disadvantage when you try to read official publications about your work. You also will be at a great disadvantage when you take the advancement examination for the next higher rate. Although you always should use technical terms correctly, make a special effort to do so when dealing with lower rated personnel. Since you are their leader, they look to you for guidance and direction and will imitate you. Act, talk, and give directions as if you were on the receiving end instead of the giving end.

• **YOU WILL HAVE THE INCREASED RESPONSIBILITY OF KEEPING UP WITH NEW DEVELOPMENTS.** Practically everything in the Navy—policies, procedures, equipment, publications, systems, and so forth—is subject to change and is in various stages of development. Keep informed of all changes and new developments that might affect your work by reading various instructions, notices, and periodicals connected with your technical work.

REVIEW 1 QUESTIONS

- Q1. What are the fundamentals of leadership?
- Q2. How are the leadership fundamentals or basic principles learned?
- Q3. What are some influences that determine an individual's values and beliefs?
- Q 4. Explain the relationship between leadership and human rights.

RELATIONSHIP BETWEEN LEADERSHIP AND HUMAN BEHAVIOR

Learning Objective: Recognize the five basic levels of human need.

Are leadership and human behavior related? The two are definitely related. Actually, human behavior dictates the way you lead your people and also determines your success. Without an understanding of human behavior, you cannot be as successful as you could be as a leader.

As a petty officer and a leader, study your personnel; try to get to know and understand them. People's needs or desires dictate how they act at specific times. For example, suppose one morning you notice one of your technicians seems depressed. You know that is not the Seaman's normal behavior. As a leader you should call your technician aside, show your concern, and try to help solve the problem, if there is one. However, do not assume total responsibility for the problem.

Your concern for your people is important. If you keep the lines of communication open between you and your Sailors, you cannot help but succeed as a leader. A Sailor with an unresolved problem will not work to full potential.

Leadership and human behavior work hand in hand. To be a successful leader, you must understand your people and work with them to resolve their problems. Each of us has needs, and we direct our energies to meet these needs as we see fit. Helping your people resolve their problems will result in a unit that will operate smoothly and be highly productive.

HUMAN BEHAVIOR

Human behavior is the result of attempts to satisfy certain needs. These needs may be simple to understand and easy to identify, such as the need for food and water. They also may be complex, such as the need for respect and acceptance.

Why do people act the way they do? Why do some people have an easy time while others have a hard time adjusting to shipboard life? Why, with an upcoming extended deployment, do some crew members look forward to visiting foreign ports, while others prefer to stay with the familiar homeport?

Finding the answers to these questions is not easy. In fact, a whole branch of science and psychology has tried to answer such questions but has found no hard-and-fast answers. In general, you could say people behave the way they do for a reason. However, the reason may not be clear; in fact, it may not be logical or rational either to you or to the person in question.

By observing human behavior, you can gain the knowledge you need to better understand yourself and other people. You can learn why people act and react in certain ways. You can learn how to identify the various types of behavior and needs of people. You also can learn how to influence the behavior of people so that they can see how meeting the needs of the command will satisfy their own needs.

Don't take lightly human behavior and its application to the areas of leadership and supervision. How well you understand and apply the basic concepts could determine, to a great extent, your success in the Navy. All successful petty officers must have an understanding of people's behavior. If you understand the needs of your people and help them to satisfy those needs, you will succeed as a leader.

We can reasonably determine an individual's needs by understanding basic human needs. We all have five basic levels of need. Our needs are in order of importance, such as our need to relieve pain (survival) is more important than a need to be liked by coworkers (social belonging). If we satisfy one level, then we work to satisfy the next level of need. This need satisfaction is an ongoing behavior that determines our everyday actions.

Now look at the five groups, or levels, of needs and the definition of each:

1. **SURVIVAL**—The survival level consists of the basics we need to sustain life itself; for example, oxygen, food, water, sleep, and relief from pain.
2. **SAFETY-SECURITY**—The safety-security level involves the need for protection from possible threats, such as violence, disease, or poverty. It also includes the need for the security of an adequate job and money in the bank.

3. **SOCIAL-BELONGING**—The social, or belonging, level concerns the need to be liked and wanted by family, friends, coworkers, and others with whom we associate.

4. **ESTEEM**—The esteem level involves our feelings of importance. To satisfy our esteem needs, we must get a feeling of importance from two sources. First, we must have a feeling of importance that comes from within; this feeling is self-esteem. Second, since self-esteem alone will not satisfy our esteem needs, we must feel that other people believe we are important.

5. **SELF-ACTUALIZATION**—Self-actualization is the full realization of our own potential. Simply stated, that means we know our limits and try to perform, within those limits, to our full potential.

These five levels of needs are acted out in behaviors. You, as a supervisor with an understanding of these needs, can help your people satisfy their needs and be more successful.

INDIVIDUAL WORTH

What is an individual worth—not in dollars and cents—but to you, to the Navy, and to the person himself/herself? You, as a petty officer, will have to determine that through experience. Every person has different wants and desires and has a different emotional makeup. Remember that one trait you cannot change is the emotional makeup of a person, but you may be able to influence the person or situation toward a favorable outcome. If you observe how a person acts, you can often tell how a person feels. If you observe your personnel, you will be able to help them adjust to almost any situation.

Before you can help your personnel adjust to various situations, you must show self-control. That means holding back an impulse to say or do something inappropriate in a situation. Self-control does not mean you never get angry; it means if you do become angry, you control the emotion so you'll have a better chance of taking appropriate action.

To be an effective Navy leader, you must believe and trust in your subordinates' basic worth and ability to perform. The smart leader approaches subordinates with positive concern for their growth and development. While trusting in their basic worth and ability to perform

is important, be careful not to set up subordinates for failure by expecting too much. Have concern for your subordinates' limitations, and express your concern openly and honestly.

Our mission in the Navy is to accomplish our assigned duties—do our job. If your subordinates have personal problems, the job will suffer; know what resources are available to help them overcome their problems. Personnel will look up to you with respect and ask for your advice when you show interest in their welfare.

With practice and hard work, you will soon develop a knack for knowing the true worth of your people. You then can mold them into highly productive Sailors.

REVIEW 2 QUESTIONS

- Q1. What level of human need is described as the need to be liked?
- Q2. What level of human need is described as the full realization of our own potential?

SUPERVISORY SKILLS

Learning Objectives: Recall the process used to translate assignments into specific tasks for subordinates. Recognize the necessity to coordinate material and safety requirements. Identify the procedures for maintaining qualification records. Identify the elements needed to judge the progress of a job. Recognize the guidelines for giving feedback. Identify reasons for reporting job progress to immediate supervisor. Recognize the necessity for process improvement. Identify the elements used to evaluate a completed assignment. Recognize reasons for reporting on subordinate performance. Recognize methods to resolve conflicts or differences between subordinates.

Leadership and supervision go hand in hand. However, although they are closely related, leadership and supervision are two separate roles. Leadership consists of the personality and skill needed to motivate and influence people to do a job. Supervision is the art of

making sure the job is done right. Good supervision requires good leadership skills.

What makes a person a good supervisor? A good supervisor will first break a job down into individual tasks and then ensure all needed materials are available. He or she will then assign the tasks to the most appropriate persons. Many people think a supervisor's job is done at this point; however, that definitely is not the case. Indeed, those actions are only the beginning of a supervisor's job, as you shall see in the following paragraphs.

BREAK THE JOB INTO TASKS

When your work group is given a job, the first decision you, as a supervisor, must make is who will do what. Sound simple? Well, it is simple, providing you know the job, how to get it done, and the capabilities of your crew. This is the planning and organization phase.

Jobs that require more than one person to accomplish can be broken into smaller tasks or steps. You can then assign each task or step to a different worker. A definite sequence of events must be followed to do even the simplest job right. For example, look at the steps involved in painting a bulkhead. First, the surface must be sanded (or stripped, if required). Second, the surface should be cleaned of any residue from the sanding or stripping. Third, a primer coat and then the finish coat of paint should be applied. If any of these tasks or steps are skipped or done out of sequence, the job will have to be redone.

ASSIGN TASKS

A good supervisor ensures each worker understands his or her part in the job and can do the assigned task. Remember the job of painting a bulkhead discussed earlier? Suppose you assigned a task in that painting job to someone who didn't know the proper way to perform the task. The entire job would suffer, and time and material would be wasted.

When assigning tasks, you also must consider the danger to your ship and your workers when an individual is unaware of safety rules. Whenever possible, pair a knowledgeable worker with an untrained one; that way you get good results on the job and the untrained worker gets trained. If you have no trained workers available,

you must conduct training. If the required training is beyond your capability, use your chain of command to get it from an appropriate source.

COORDINATE MATERIAL AND SAFETY REQUIREMENTS

Once you, the supervisor, have planned and organized events needed to accomplish a task, then you must make sure all required materials are available and safety precautions will be observed. Having to stop work while you track down a certain part or piece of equipment frustrates you, your workers, and your superiors and causes unnecessary delays.

Do not trust your memory on technical matters, especially when they involve safety. During this part of the planning phase, refer to appropriate checklists, technical manuals, technical orders, or instructions to make sure work meets all safety requirements and personnel accomplish all required steps. Make sure all required safety checks are up to date on all necessary equipment.

When getting materials for a job, make sure items subject to shelf-life restrictions are current. A shelf-life item is one you must use or discard within a certain time. Shelf-life dates appear on the containers of these items. Do not use materials with expired shelf-life dates.

THE PROPER TOOL FOR THE JOB

As you train your workers, insist upon the proper use of the proper tool for any given job. A knife blade is not a good screwdriver; wrenches are not good hammers; and screwdrivers are dangerous when used as chisels or pry bars. Using a tool in an inappropriate way can cause injury to the worker and damage to the tool and the work piece. You are responsible for the well being of the personnel assigned to you as well as the condition of the tools in your care. PMS cards, maintenance manuals, and technical orders often describe the proper tool for a specific task. Safety periodicals and other Navy publications, such as *Deckplate and Maintenance Crossfeed*, provide timely information concerning new developments in safety. An excellent source of information concerning proper tool use is the training manual *Use and Care of Hand Tools and Measuring Tools*, NAVEDTRA 12085.

PROGRESS CHECKS

As mentioned earlier, you begin a job by developing a plan and organizing the steps and the resources needed. Without a definite job plan and organized steps, you will have no way to judge the progress of the job. Answer these five basic questions before you begin:

1. What must be done?
2. Where should it be done?
3. When should it be done?
4. How should it be done?
5. Who should do it?

Having decided on these basic considerations, you can begin the job. But wait; how are you going to know whether you are doing a good job or not? Are you going to finish on schedule? Will the finished product meet set standards? Standards are the key to answering these questions. To keep track of your crew's progress, you must measure the progress against some standard.

What is a standard? A standard is a basis by which you can compare your performance against the performance level expected by your chain of command. Standards can consist of specifications for tasks or equipment or a time span allowed for completion of a test or action. For example, the semiannual Physical Readiness Test (PRT) measures your physical abilities in strength and endurance against an established standard for your age group and gender.

As a third class petty officer you will sometimes function as a first-line supervisor. In that capacity you must be aware of the performance standards that apply to your assigned tasks. Usually either your supervisors or the technical manuals or PMS cards that apply to the particular job set the performance standards. Occasionally you will have to set your own standards for performance. That may sound difficult; but, actually, we all set standards everyday. For example, if you decide your car is "clean enough," then you have set a personal standard for the appearance of your vehicle. When you tell your workers a field day is "good enough," you set a standard they will apply to other jobs. Keep that in mind when you set standards. Make certain your standards for "good enough" and "best possible" are the same. A superior performer does more than just meet standards.

The true professional makes every effort possible to exceed standards.

STATUS REPORTING

As a supervisor you will often encounter your immediate superiors. There are three basic reasons why you would want or need to contact your immediate chain of command. First, you might go to an upper-level supervisor when you need help. Second, you may wish to seek advice when trying to solve an unfamiliar problem. Third, you may be called upon to relay information to your boss. The type of information you relay will often involve the status of work in progress or the mission readiness of your particular area of responsibility. When called upon to report information to your superiors, be careful to report accurate up-to-date information. Don't stretch the truth to make your section look better. Often, critical decisions have their basis on the reported readiness of several seemingly minor areas. Remember the four "B's" when reporting to superiors:

- Be on time
- Be accurate
- Be brief
- Be gone

PERFORMANCE FEEDBACK

The most important performance feedback is **POSITIVE FEEDBACK**. When your people do a good job, tell them so. You may be unable to recommend them for a medal or letter of commendation, but make sure they know you appreciate their good performance. In addition, make sure their coworkers know you appreciate their good performance. Place positive counseling sheets in division folders, and through your division head express appreciation at quarters. Those types of feedback provide informal recognition. Few things cost less or accomplish more than a pat on the back.

The second type of performance feedback is **CONSTRUCTIVE FEEDBACK**. When your subordinates fail to meet established standards, you are responsible for correcting the problem. Although that may sound simple, correcting a problem involves more than simply informing a worker that his or her work is substandard and must improve. Often, there is a reason behind poor performance. Personal problems, thinking

the chain of command doesn't care, and ignorance of standards can all lead to poor performance. Before jumping on your personnel, observe their work habits, see if they have an obvious problem, and then try to work with them to solve the problem. Occasionally, counseling is required. A good rule of thumb for these situations is to "correct in private and praise in public." Practicing that rule will help you avoid embarrassing your subordinates in front of their peers.

Follow five basic guidelines to provide performance feedback:

1. Always praise good performance or correct poor performance as soon as possible; delay doesn't make a hard job any easier.
2. Praise in public; correct in private.
3. Look for the reason behind the action; find out why someone is not performing up to par.
4. If a problem exists, work with subordinates to solve the problem. If the problem is your fault, acknowledge and resolve the problem.
5. Try to be aware of what is going on with your workers; many times you can avoid problems if you see them coming.

Always remember that your workers are people. If you treat them as adults and show respect for them, you will be amazed at what they can accomplish. That does not mean you should allow subordinates to run wild; you must insist on adherence to rules and regulations. Last, but definitely not least, be sure to praise good performance. Positive recognition is one of the best motivators in a supervisor's arsenal.

EVALUATING PERFORMANCE

One of the hardest tasks you will undertake as a new petty officer is the evaluation of people who just weeks ago were your peers. You somehow must put aside friendships and dislikes and present an honest, professional opinion of a person's ability to perform assigned tasks. When doing that, take note of the successes, failures, and complexity of the tasks. Was Seaman Jones' work exceptional because of a 100 percent success rate on easy jobs? While Seaman Smith was successful only 80 percent of the time, but was performing tasks normally done by a petty officer? When comparing a person's performance to that of others, you will have to consider those facts.

Your supervisors will occasionally call upon you (or you may find it necessary) to discuss the performance of your subordinates with your supervisors. Generally, that will happen on two occasions. First, your supervisors may request input for a formal performance evaluation or to clarify a worker's ability. When that situation arises, be completely honest with yourself and those you are evaluating. Don't let personal feelings and attitudes blur your professional judgment. Differences of opinion do not necessarily mean poor performance. Avoid reporting minor problems you can correct yourself through counseling and leadership. Second, you will need to seek help from your supervisor on occasions when you are unable to correct a performance or behavioral problem. You also will need to provide a performance evaluation to your superiors for such occasions. When those occasions arise, hold a counseling session and document the session. Formal performance counseling requires written statements of the problem or deficiency and the steps required to resolve the matter. Remember, the goal is to correct a problem; and the counseling session is to train, direct, and help the subordinate correct the deficiency. You, as the supervisor or counselor, and the counselee sign the form acknowledging the steps to be taken to correct the deficiency. Then the form is placed in the individual's division or department file.

CONFLICT RESOLUTION

Sailors are capable of developing an almost infinite variety of problems, which may or may not be job related. Sometimes friction arises between workers, or a personal problem causes workers to stop pulling their weight. Since these problems ultimately affect the job performance of all your subordinates, they should be of concern to you. In some cases, members may come to

you with their problems. In other cases, you will have to recognize the existence of a problem and discover its nature on your own. You should be able to recognize changes in behavior that often signal problems. Some indicators of an individual's need for help may be declining job performance, changes in attitude, or withdrawal from friends and associates. Difficulty getting to work on time, constant demands on a supervisor's time, and rebellion against authority or the system in general often indicate personal problems. Do you remember the old saying about 20 percent of the people causing 80 percent of the problems? You can expect to spend 80 percent to 90 percent of your "personnel admin" time on 20 percent of the people. Your job as a supervisor is to get 100 percent team effort from your assigned workers.

When counseling is necessary, no matter what the reason, you should first try to "set the stage." What does that mean? If possible, wait until after normal work hours or at least until a lull occurs in the tempo of operations to talk with the individual. Try to find a quiet place where interruptions will not occur. You may have difficulty finding a quiet place in many operating environments, but do the best you can. Your quiet place may be an office or a vacant corner of the hangar deck, but try to get as much privacy as circumstances allow.

Nondirective counseling occurs when you allow your subordinates to determine the direction of sessions. Your primary task is to listen to what they are saying. Show you are actively listening by reacting to what is said. Occasionally restate what has been said. Try to develop a nonevaluative style of listening and responding. That will encourage individuals to open up and work out frustrations, fears, and worries without fear of embarrassment. Often, simply letting people talk out problems can help them find a solution. Use occasional, general questions to guide the conversation. Avoid questions that can be answered "yes" or "no."

Often your counseling efforts will consist of little more than providing information, pointing out infractions, or pointing out failure to use common sense. How you counsel will depend entirely upon your personality and the personality of the individual receiving the counseling. Use common sense in developing your approach. At other times you will have to work a little harder to get to the root of a problem and help find a solution. When an individual approaches you with a request for specific information or your opinion, provided it is of a professional nature and not a personal

nature, guide them to a resolution. Exercise caution when expressing opinions, however, as they can become loaded guns if not carefully thought out and expressly worded. If the concern is of a personal nature, provide them with sources of help. The Navy has trained professionals for this sort of help. We all want to help our shipmates; however, caution should be exercised when providing assistance with personal matters.

You, as a frontline supervisor, are the first link in spotting problems. You are in daily contact with the workers in your unit or division. Be sure you know how to spot problems and counsel your workers. If you can't solve a problem, pass it up the chain of command. If you ignore it, it may grow into a bigger problem.

Don't be afraid to seek help when faced with an unfamiliar situation. Your chain of command, chaplain's office, legal officer, and personnel office often can help solve problems or offer advice. Be aware of the resources available to you. The morale and job performance of your people depend on your ability to manage human resources. Unless you make a conscious effort to develop that ability, your leadership will never reach its full potential.

REVIEW 3 QUESTIONS

- Q1. How can you train an unskilled subordinate while performing a task?
- Q2. When you determine safety requirements for a task, what is a shelf-life requirement?
- Q3. What documents can be used to determine the tools that are needed for a specific task?
- Q4. In order to track your crew's progress, what must it be measured against?
- Q5. Task performance standards consist of what factors?
- Q6. When you give a status report to your supervisor, what is meant by the four B's?
- Q7. What type of feedback is given when job performance standards are not being met?

Q8. When apprising your supervisor of subordinates' performance, your professional judgment should not be blurred by_____.

Q9. What items are required for formal counseling sessions?

Q10. In conflict resolution, what is nondirective counseling?

PERSONNEL QUALIFICATION STANDARDS

Personnel Qualification Standard (PQS) is a compilation of minimum knowledge and skills necessary to qualify for a specific watch station, maintain specific equipment, or perform as a team member within a unit. The PQS program is not a stand-alone training program but provides a key element of a well-structured and dynamic unit-training program (OPNAVINST 3500.34). PQS is used in the aviation and surface communities, but is not applicable to nuclear propulsion or the fleet ballistic missile weapons systems.

It is the individual Sailor's responsibility to maintain and complete the sign-off pages of PQS sheets. Your responsibility will be to help guide the individual through the program. This guidance involves keeping an accurate record of their progress through a point system. There are two methods of record keeping—hard copy (chart) and automated data processing (computer). Each method is valid, and the method used is dictated by the command. Regardless of which method is used, the same information is entered for tracking the individual's progress. For detailed information, consult the *Personnel Qualification Standard (PQS) Management Guide*, NAVEDTRA 43100-1.

CONTINUOUS IMPROVEMENT

A major problem facing the armed services today is the lack of money. Our budgets are not going to increase in the foreseeable future. Indeed, they will probably continue to shrink. Although our present system of doing business is adequate, it will not allow for many improvements in production. We have done an excellent

job with our present system. To make our dollars go further will mean a change in the way we do business.

Today's leaders must set their sights on improving the entire system. Increased productivity and better quality through leadership is the primary goal of the Continuous Improvement program.

The focus of Continuous Improvement is the process by which work gets done. The person most familiar with the process is the individual worker responsible for making it work. Often, a process is either unwieldy or just plain unworkable. In a rigid bureaucracy, it is nearly impossible for workers to persuade upper levels that there is a need to change procedures. Under Continuous Improvement, supervisors are responsible for making job improvement suggestions as easy as possible for workers.

Supervisors and managers should monitor the work process so that they can respond to suggestions from the work force concerning unworkable procedures. Sailors are good at coming up with non-standard (but workable) solutions to problems. In some cases, those solutions result in unsafe practices; however, they often are extremely practical. We must develop the ability to find improvements and include them into standard procedures; doing so serves a dual purpose. First, it makes sure the recommended improvement is easy to use and meets all applicable standards. Second, it makes the improved method available to everyone involved in the process. Continuous Improvement is a practical application of "working smarter, not harder."

A popular myth among military leaders is that increased quality results in increased costs and decreased productivity. In reality, improved quality ultimately results in decreased costs and increased productivity. How can that be? A focus on quality extends the time between failures in equipment and improves the efficiency of our operations. It reduces rework requirements as well as the need for special waivers of standards. It also reduces mistakes and produces monetary savings through more efficient use of scarce resources.

Continuous Improvement has several direct benefits:

- Increased pride of workmanship among individual workers

- Increased readiness
- Improved sustainability because of extended time between equipment failures
- Greater mission survivability
- Better justification for budgets because of more efficient operations
- Streamlined maintenance and production processes

The essential ingredient of Continuous Improvement success is leadership involvement. Management controls the process that accomplishes the mission. Quality, however, is in the hands of the workers who do the job. Leaders, therefore, must drive out the natural fear of change and innovation that is part of most people's basic psychology. Continuous Improvement requires acceptance and a total effort from the top down.

LEADERSHIP CONTINUUM

It is the Navy's policy to provide appropriate leader development opportunities and training for all personnel throughout their careers. Leader development is the responsibility of the individual, each Navy command, and the Navy training establishment.

Leadership Training Courses

Personal leadership development is the responsibility of everyone in the Navy. Individuals who want to get ahead must actively seek to develop themselves as leaders. Seniors must be conscious that they are models and must actively guide and encourage leadership development in junior personnel.

With these thoughts in mind, the Navy has developed the Navy Leadership Continuum. This program provides career-long progression of leadership education, training, and experience. Leadership courses have been developed for both officer and enlisted personnel to take them from recruitment to retirement. These courses are mandatory at specific career milestones. Sailors will attend courses upon selection to E-5, E-6, E-7, and Command Master Chief/Chief of the Boat. Successful completion of the course is required before recommendation for advancement to the next pay grade.

The foundation of all the courses follows these four themes:

1. Values
2. Responsibility, authority, and accountability of leadership
3. Unity of command, Navy, and services
4. Continuous improvement

These formal leadership classes will be reinforced in warfare/specialty pipeline training, all hands training, and development/professional assignments.

Indoctrination Training

Indoctrination is another essential part of leadership training. These courses provide information to members either entering a new pay grade or being assigned to a new duty station. The following is a list of the indoctrination courses:

- Petty Officer Indoctrination Course—mandatory for E-4 selectees before frocking or advancement
- Chief Petty Officer Indoctrination Course—mandatory for E-7 selectees before frocking or advancement
- Command Master Chief (CM/C) Course—mandatory 4-day seminar-style course required within the first 6 months after assignment as a CM/C
- Tailored leadership courses as part of the training for recruit company commander (RCC) instructor and Navy career recruiting force
- Navy Command Indoctrination Program—provides command and area-specific information to new arrivals; it also reaffirms Navy values, performance standards, and expectations

REVIEW 4 QUESTIONS

- Q1. When charting an individual's progress in PQS, what publication should you use for proper tracking instructions?
- Q2. Why should supervisors and managers monitor the work process?
- Q3. Why must we include improvements in standard procedures?
- Q4. What function does the Leadership Continuum provide?
- Q5. What are the four themes of all leadership continuum courses?

TRAINING SUBORDINATES

Learning Objectives: Recognize the importance of training subordinates. Recall instructional methods and techniques. Recall the procedures for using training aids.

Training is one of the most important challenges we face as petty officers. We can expect top performance from our Navy personnel only when their knowledge and skills are up to the requirements of their billets. The better trained our sailors are, the more productive they will be. Informal training is continuous, such as on-the-job training (OJT), PQS, and counseling sessions. Additionally we enhance our subordinates knowledge and skills through more formal training programs. This section covers basic features and requirements of training and instructional methods and techniques.

Training is the process of imparting knowledge to people so that they become capable of performing their assigned duties in an acceptable manner. Training also is used to qualify people to perform in positions of greater difficulty and responsibility.

Have you ever asked yourself, "What is the best and most effective way to train my people?" Well, a good way to start is to review the guidelines and training policies stated in OPNAVINST 3120.32, *Standard*

Organization and Regulations of the U.S. Navy, chapter 8.

INSTRUCTIONAL METHODS AND TECHNIQUES

All methods of instruction can be classified as telling, lecturing, or discussing; showing or demonstrating; or any combination of these. Often the best way of teaching combines the various methods. You must decide which methods to combine and the emphasis to place on each unless the curriculum itself dictates the combination needed. In making that decision, consider (1) the nature of the trainees, (2) the subject matter, and (3) the time limitations.

Lecture Method

The lecture is still the most frequently used method of instruction. However, presenting a lecture without pausing for interaction with trainees can be ineffective regardless of your skill as a speaker. The use of pauses during the lecture for direct oral questioning creates interaction between instructor and trainee. Unfortunately, when classes are large, the instructor cannot possibly interact with all trainees on each point. The learning effectiveness of the lecture method has been questioned because of the lack of interaction; but its use continues as a means of reaching a large group at one time with a condensed, organized body of information. Providing trainees with lesson objectives before the lecture will enable them to listen more effectively. It will help them to take concise, brief notes concerning the objectives, rather than writing feverishly throughout the lecture.

The lecture method will be presented first because the techniques involved serve as the basis for other methods of training. Those techniques apply not only to lectures but also to many other kinds of presentations in which oral explanations play a secondary, but important, role. Every method depends on oral instruction to give information, to arouse attention and interest, and to develop receptive attitudes on the part of the trainees. Therefore, as an instructor, organize your oral presentations with the following techniques in mind:

1. Maintain good eye contact. As you speak, shift your gaze about the class, pausing momentarily to meet the gaze of each trainee. Make the trainees feel that what you have to say is directed to each of them personally. Your eyes, as well as your voice, communicate to them; and their eyes, facial expressions, and reactions communicate to you. Watch for indications of doubt,

misunderstanding, a desire to participate, fatigue, or a lack of interest. If you are dealing with young trainees, you sometimes may need to remind them that they must give undivided attention to the instruction.

2. Maintain a high degree of enthusiasm.

3. Speak in a natural, conversational voice. Enunciate your words clearly. Make certain the trainees can hear every spoken word.

4. Emphasize important points by the use of gestures, repetition, and variation in voice inflection.

5. Check trainee comprehension carefully throughout the presentation by watching the faces of the trainees and by questioning them.

Observing facial expressions as an indication of doubt or misunderstanding is not an absolute way of ensuring trainee comprehension. Some trainees may appear to be comprehending the subject matter when, in reality, they are completely confused. Trainees who are in doubt often hesitate to make their difficulty known. They may hesitate because of natural timidity, fear of being classified as stupid, or failure to understand the subject matter well enough to explain where their difficulty lies.

Frequently ask if the class has any questions, thus giving the trainees an opportunity to express any doubts or misunderstandings on their part. Based on your personal knowledge and past experiences, ask specific questions about those areas which might give trainees the most trouble. Some instructors make the mistake of waiting until the end of the presentation to ask questions. The best time to clear away mental fog is when the fog develops. Mental fog tends to create a mental block that prevents the trainee from concentrating on the subject matter being presented. (Later in this section you will find techniques related to asking questions, calling upon trainees to answer questions, and evaluating answers.)

6. Instruct on the class level. Use words, explanations, visual illustrations, questions, and the like, directed to the needs of the average trainee in the class.

7. Stimulate trainees to think. *Think*, as used here, refers to creative thinking, rather than a mere recall of facts previously learned. You can use a number of instructional devices for stimulating trainee thinking. Among those devices are thought-provoking questions,

class discussions, problem situations, challenging statements, and rhetorical questions (a question to which no answer is expected). Another device is the use of suggestions, such as “I want you to think along with me” and “Consider your reaction to this situation.”

Discussion Method

Discussion methods are effective in getting the trainees to think constructively while interacting with the rest of the group. Conduct discussions with large or small groups; however, small groups are more desirable. You can control and direct a small group more easily than you can larger groups of 10 or more trainees. If a group is extremely large, break it into smaller groups or teams with a discussion leader for each team.

The use of the terms *class discussion* and *directed discussion* in this text refer to methods in which you facilitate verbal exchange in the class. To use these methods, first lay a suitable foundation for the discussion by asking one or more challenging questions. Then stimulate the trainees to discuss the basic questions; finally, guide the discussion to a logical conclusion.

In the directed discussion, you act as the chairman or moderator. As a result of your questions, suggestions, and redirection of ideas, the trainees in the class become genuinely interested in exploiting all angles of the central problem. They forget the normal classroom restraints and begin to talk to each other as they would when carrying on an ordinary conversation. A true class discussion requires a trainee-to-trainee interchange of ideas. An instructor-to-trainee interchange of ideas during a typical question-and-answer period is *not* a class discussion.

To conduct a class discussion, you must make more extensive and more thorough preparations than you would for a lecture. Although the trainees supply the ideas, you must have a thorough knowledge of the subject matter to be able to sift out pertinent ideas. Be aware of ideas that may lead the trainees off on a tangent; steer the discussion away from those ideas. Guide the trainees away from irrelevant ideas and toward the desired goals without dominating the discussion.

You can adapt some ideas to discussions more easily than other ideas. The most easily adaptable areas require trainees to compare, contrast, and weigh facts, concepts, and ideas. They also require trainees to solve problems, particularly those dealing with human relations, and to glean hidden or obscure information from scattered

sources. To receive full benefit from the discussion, the trainees should have some previous familiarity with the subject matter. They could be familiar with the subject matter as a result of outside reading, prior Navy training and experience, or civilian training and experience.

To help make the class discussion a success, arrange the classroom in such a manner that you are a part of the group. If possible, arrange for the group to sit around a table so that all of the trainees can see each other and you. Use the discussion method only when classes are small enough to allow everyone a chance to take part.

Use the following techniques in conducting a classroom discussion:

- Build a background for the discussion. The development of an appropriate background tends to focus the trainees' attention upon the central problem. An appropriate background also limits the problem to an area that can be covered in a reasonable length of time and creates interest in the solution of the problem.
- Ask thought-provoking discussion questions.
- Ask questions to keep the discussion in bounds, to bring out the desired aspects of the main problem, and to guide the discussion toward the desired conclusion.
- Encourage the timid, restrain the talkative, and maintain a standard of discipline in keeping with the maturity level of the trainees.
- Be willing to accept, temporarily, an incorrect idea. A hasty "No!" or "You're wrong!" can bring sudden death to any discussion.
- Avoid expressing your own ideas until the trainees have had ample opportunity to express their ideas.
- Summarize the discussion at intervals. Use the chalkboard for this purpose. Give due credit to the trainees for their contributions. Clear up misunderstandings and emphasize correct ideas.

Demonstration Method

Use the demonstration or "doing" method to teach skills. Demonstrate, step-by-step, the procedures in a job task, using the exact physical procedures if possible. While demonstrating, explain the reason for and the significance of each step. To be effective, plan the

demonstration in advance so that you will be sure to show the steps in the proper sequence and to include all steps.

If you must give the demonstration before a large group or if the trainees might have trouble seeing because of the size of the equipment involved, use enlarged devices or training aids. When practical, allow trainees to repeat the procedure in a "hands on" practice session to reinforce the learning process. By immediately correcting the trainees' mistakes and reinforcing proper procedures, you can help them learn the task more quickly. The direct demonstration approach is a very effective method of instruction, especially when trainees have the opportunity to repeat the procedures.

TECHNIQUES USED IN THE DEMONSTRATION METHOD.—The basic method of instruction for teaching skill-type subject matter is the demonstration-performance method of instruction. This method is recommended for teaching a skill because it covers all the necessary steps in an effective learning order.

The demonstration step gives trainees the opportunity to see and hear the details related to the skill being taught. Those details include the necessary background knowledge, the steps or procedure, the nomenclature, and the safety precautions. The repetition step helps the average and slow learners and gives the trainees an additional opportunity to see and hear the skill being taught. The performance step gives all trainees the opportunity to become proficient. In short, this method is recommended because it leaves nothing to chance.

For convenience, the techniques for imparting skills are presented in steps, rather than activities. When setting up an instructional plan, understand that you don't have to follow these steps in the sequence presented; instead choose the steps in the sequence best suited to the needs of the trainees. Although you will always include a demonstration step and a performance step, you must use judgment in selecting techniques to make the various steps effective.

GENERAL HINTS.—Make every effort to get trainees to observe correct procedures the first time they try a new task. The most effective learning results when trainees use a skill immediately after you have taught it. So as soon as you teach trainees to do a job, have them practice the skill.

Teaching applicable safety precautions is especially important. Teach a safety precaution just before reaching the point in your demonstration where it applies. State the reason for the precaution so that the trainees will understand the need for compliance.

Patience is a virtue for any petty officer. If it does not come naturally to you, you must train yourself to be patient. A slow learner may never acquire the knowledge or skill you are trying to impart if you are impatient.

Avoid sarcasm toward a bungler; that person may be trying harder than you suspect. Nothing exhausts the patience of the expert as much as the fumbling attempts of a beginner; however, the instructor must patiently demonstrate and explain until the trainee acquires the needed competence. "Good instruction" means a more effective crew, and such an asset justifies any amount of patience.

If you find that your trainees have not learned what you tried to teach them, do not react as if they disobeyed orders. If trainees do not understand a certain lesson or operation, that could indicate a poor job of teaching. The old saying, "If the learner hasn't learned, the teacher hasn't taught" might apply in some situations.

RELATED TECHNIQUES

You can use instructional techniques with any of the above methods. These techniques include the use of the *lesson summary*, *oral questioning*, and *training aids*.

Lesson Summary

The term *summary* as used here refers to that part of the lesson in which the instructor reviews the material covered. In summarizing, keep in mind two major aims. First, you want to help the trainees identify and organize the subject matter. Second, you want to assist the trainees in understanding and, where necessary, in memorizing the subject matter. Use the following techniques in summarizing a lesson:

- Introduce the summary properly.
- Summarize the subject matter thoroughly. Plan the summary so that it assists the trainees in organizing the important subject matter into a form more easily learned. Review the actual subject matter, not just the topic, thoroughly enough for the trainees to gain an adequate understanding of the subject. Having the

trainees review the topics (class notes) will aid them in understanding the subject.

- Avoid a strictly oral summary, if possible. Remember, if you need training aids to make the right kind of lesson presentation, then you also need them for the right kind of summary.

- Summarize at appropriate intervals. If the lesson is long for example, 2 or 3 hours in duration, you would be wise to summarize at the end of each period or at the end of each significant area of subject matter. Trainees will absorb short summaries better than an unduly long summary at the end of the complete lesson.

Oral Questioning

Enough emphasis cannot be placed on the importance of questioning in *any* teaching situation. Often the difference between a dull, boring lecture and a lively discussion is only a matter of some well-planned, well-directed oral questions. The ability to direct thought through questioning is recognized as one of the most valid proofs of teaching skill. A direct relationship exists between your success as an instructor and the quality and quantity of oral questioning you use in teaching. Therefore, you will find the following techniques of invaluable use to you, as an instructor:

- Stimulate trainee thought. Ask questions that call for the application of facts, rather than just facts alone. Facts easily can be committed to memory and require little or no thought on the part of the trainee.

- Establish a level of instruction. Ask questions that require trainees to comment on previous experience in the subject matter you are going to teach. By asking a series of oral questions, you can determine the trainees' level of knowledge in a particular subject matter. That information will enable you to determine the level at which you should begin instruction.

- Arouse interest. Asking a general question, such as "How many of you have fired a .50-caliber machine gun?" or "How many persons died on the highways last year?" will serve to clear trainees' minds of any extraneous thoughts. Such questions aid in motivating trainees, as they mentally search for an answer. This type of questioning usually is used to generate interest in a large block of subject matter, usually a lesson as a whole.

- Focus the trainees' attention. By asking a question about a particular part of a model, mock-up, chart, demonstration piece, or chalkboard drawing, you can direct the trainees' attention to that immediate area.

- Review the subject matter. Devise questions requiring trainees to solve problems that will provide them with an opportunity to apply knowledge. Again, ask questions that emphasize the ability to reason and not the ability to recall mere facts.

- Drill on the subject matter. To help trainees remember certain facts, figures, shapes, formulas, and so forth, use preplanned oral questions to reinforce a subject matter in the trainees' minds. This technique eventually will lead to the trainees' mastery of the subject on which they are being drilled.

- Check for comprehension. Ask questions covering the main points of the lesson to detect and correct errors in thinking and to locate areas you need to reteach.

- Increase trainee participation. Encourage trainees to take an active part in the instruction by allowing them to both answer and ask questions.

- Increase trainee learning. Encourage trainees to ask questions to help them learn. Trainees remember information longer if the material is given as answers to their own questions.

- Develop communication skills. Allow trainees to ask and answer questions to improve their speaking skills. Active involvement in the class discussion increases their listening skills. Asking and answering questions helps trainees organize their thoughts.

TRAINING AIDS

To get the best results from training aids, use the following procedures:

- Always preview the aid. Look at the film, listen to the recording, examine the chart, and check the visibility of the chalkboard drawing before the instruction period. Never lose valuable instruction time and waste the time of the trainees by stopping instruction to learn how to use or adjust an aid. During your preview, check for points that need clarification or emphasis.

- Select and prepare aids that emphasize or illustrate points in the lesson. Rarely, if ever, use aids only because they are pretty or nice to look at. Test the usefulness of an aid by asking yourself what important points it reveals or clarifies.

- Plan how and when you will use aids during the lesson. Mount or prepare the aid, but do not expose it in advance. Exposed aids may distract the group's attention from other steps in the lesson.

- Plan how you will introduce and what you will say about an aid. Provide time for the trainees to view, listen to, examine, handle, or operate the aid. However, don't expect them to listen to you at the same time they are reading or studying the aid.

- When possible, have a trainee take over as the instructor by going through the explanations and steps you have given. That will help clear misconceptions and keep the trainees' attention.

- Be sure every trainee can see and hear the aid and has the opportunity to handle it if required.

- When using an aid, stand so that you do not block the trainees' view; use a pointer to locate parts on the aid; and above all, talk to the trainees, not to the aid.

REVIEW 5 QUESTIONS

Q1. What are the three methods of instruction?

Q2. What is meant by the terms *class discussion* and *directed discussion*?

SUMMARY

The extent to which you, as a Navy leader, apply leadership skills depends partially on your level in the chain of command or your specific job situation. Some skills, for instance, are more important for a petty officer than for a commanding officer; nevertheless, all are important for effective leadership.

Whatever the job or situation, you exhibit better leadership skills when you have pride in yourself, the Navy, and your country. You also exhibit better leadership skills when you act in a professional manner in your rating and in your role as a leader. Such traditional Navy values as honesty, respect, and trust are NOT dead. They are alive and well—they are seen in the Navy's most effective leaders.

As a petty officer, you will sometimes be in a supervisory position. You will have the responsibility to understand your people's needs and to help them meet their needs while helping to achieve the Navy's mission. Because you have a great influence on your people, you should strive to be a strong, positive influence that will aid in their growth.

Being a supervisor entails many different skills. However, most of those skills involve pride, professionalism, and an understanding of those working for you. Only through diligent study and hard work will you rise from one of the crowd to become a true Navy leader.

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REVIEW 1 ANSWERS

- A1. The term *fundamentals of leadership* refers to **the art of influencing people to work toward a specific goal**.
- A2. Leadership fundamentals are learned from the **experiences of our successful leaders; we learn from their mistakes and successes**.
- A3. Individual's values and beliefs are influenced by **childhood experiences, ethnic background, and religious heritage**.
- A4. As a leader you should strive to identify and consider differences in people when deciding upon a course of action.

REVIEW 2 ANSWERS

- A1. The human need to be liked is called **social belonging**.
- A2. The human need to realize our full potential is **self actualization**.

REVIEW 3 ANSWERS

- A1. To teach while performing a task, **team the untrained worker with a knowledgeable worker**.
- A2. When materials are subject to shelf-life restrictions, **the item must be used before the date on the container or the item must be discarded**.
- A3. **PMS cards, maintenance manuals, and technical orders** often describe the proper tools for a specific task.
- A4. In order to keep track of your crew's progress, **you must measure the progress against some standard**.

- A5. Task performance standards consist of **specifications for certain tasks or equipment or a time span allowed for completion of a test or action.**
- A6. When giving a status report to a supervisor, the four B's are **be on time, be accurate, be brief, and be gone.**
- A7. **Constructive feedback** is used when job performance standards are not being met.
- A8. **Personal feelings or attitude** should not blur your appraisal of subordinates' performance.
- A9. Formal counseling sessions require **written statements of the problem or deficiency and the steps required to resolve the matter.**
- A10. Nondirective counseling occurs **when you allow your subordinates to determine the direction of the session.**

REVIEW 4 ANSWERS

- A1. For information on tracking an individual's progress in PQS, consult **NAVEDTRA 43100-1, Personnel Qualification Standards (PQS) Management Guide.**
- A2. Supervisors and managers monitor the work process **so that they can respond to suggestions from the work force concerning unworkable procedures.**
- A3. Improvements should be standardized to: **first, make sure recommended improvements are easy to use and meet all applicable standards, and, second, to make the improvement available to everyone.**
- A4. Leadership Continuum provides a **career-long progression of leadership education, training, and experience.**
- A5. The four themes of leadership continuum courses are **values, responsibility, unity of command, and continuous improvement.**

REVIEW 5 ANSWERS

- A1. The three instructional methods are **lecture, discussion, and demonstration.**
- A2. Class discussion and directed discussion are the **facilitating of verbal exchange in the class.**

